

Why Wireless Generation and The New Teacher Project?

Synopsis of Recommended Intervention

- While student-level performance indicators are lagging, George Washington Community High School is demonstrating leading indicators of improvement at the school level.
- Although there continues to be room for growth in this area, Washington has demonstrated fair or acceptable performance in each of the “Readiness to Learn” indicators. In large part due to the strength and extent of their community partnerships, Washington has established and maintained a safe and supportive school community.
- Washington also scores fair or acceptable on the “Readiness to Act” indicators. During the first year of its School Improvement Grant, Washington utilized the increased flexibility provided through this grant to change the majority of its teaching staff and make substantive changes to the daily and weekly schedule to embed substantially more professional development time.
- Washington’s primary areas for improvement center on the “Readiness to Teach” indicators. More specifically, interventions are needed to address the following areas:
 - Professional Development Scope, Sequence, and Delivery
 - Professional Learning Community Time Expectations and Usage
 - Teachers’ Access to Meaningful Data and Training on How to Use it to Improve Instruction
 - Teacher Evaluation and Coaching Driven by Student Achievement and Growth
- Given Washington’s targeted needs, it is recommended that Wireless Generation and The New Teacher Project be assigned as lead partners for George Washington Community High School.
- Wireless Generation is one of the most appropriate lead partners for George Washington Community High School for a number of reasons.
 - Wireless Generation will provide a Project Team, comprised of a project manager and a group of turnaround specialists, called coaches, to work on-site with the school 3 to 5 days week in Years 1 and 2, tapering off in Year 3 as the new culture has become firmly embedded.
 - Coaches—all former educators and administrators with an average of 15-20 years of classroom and school leadership experience— will work with teachers, leaders, parents, and the community in a variety of formats to build capacity for data-driven personalized instruction and a culture of shared responsibility and high expectations.
 - Structured Support Programs, with an intensive on-site presence three to five days per week in Years 1 and 2, tapering off in Year 3 as the new culture has become firmly embedded.
 - These Structured Support Programs introduced by these coaches will include the following:
 - Data-informed Professional Learning Communities: Regular, collaborative group meetings, composed of grade-level and/or subject-matter groups of teachers
 - Individual Coaching: One-on-one meetings with instructional leader and teachers
 - Training and Professional Development: Workshops provided for topically relevant content areas as defined by data and perceived needs

- Wireless Generation has worked with Washington D.C. Public Schools since 2007, providing principals professional development and coaching, both one-on-one and in collaborative groups of teachers and leaders. The most recent formative assessment results from the interim DC-BAS, which was given in early spring, 2011 shows the number of students at or above “Proficient” improved by 60% at one school, 94% at another school, and more than tripled at the third school.
- The New Teacher Project is one of the most appropriate lead partners for George Washington Community High School for a number of reasons.
 - Given the flexibilities provided through its School Improvement Grant, George Washington Community High School has the structural capacity to conduct high-quality teacher evaluation. However, the school needs additional resources to do this with fidelity and ultimately, to drive student achievement.
 - The New Teacher Project will meet these needs by doing the following:
 - Conducting up to six observations each year for all teachers, while ensuring that co-observations with school leaders occur for at least 20% of the observations to build internal capacity.
 - For each observation, they will provide oral and written feedback to teachers and hold conferences within five days of each observation with teachers to ensure they can use the feedback to improve their performance.
 - Experienced, highly-effective teachers by content area will be selected to conduct the observations.
 - School leaders and The New Teacher Project will meet at least monthly to share data on each teacher and provide school-wide analyses to help drive performance management decisions (i.e., professional development) and strategic staffing decisions.
 - To sustain gains made, school and instructional leaders will need to be trained and coached to provide similar services to those listed above. In order to achieve this objective, the New Teacher Project will also train and consult with school hiring teams to develop a rigorous selection model, learn effective interviewing practices and develop processes that ensure they can identify and hire effective candidates. These trainings will provide school leaders with the capacities to make better, timelier teacher hires and foster strong instructional cultures.